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AUTHOR Frasher, James M.; Frasher, Ramona
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ABSTRACT

This paper attempts to develop a theory of administrative attribution and to provide some insight into the potential contribution the application of attribution theory can make to the study of educational administration. Attribution is defined as the need to understand cause, and administrative attribution is defined as being concerned with what attribution is likely to be made under given circumstances and how the anticipated attribution will affect subsequent behavior. Five major constructs in the development of an administrative attribution formula are discussed in detail: asymmetry, concomitance, enhancement, process, and reconstruction. The final section discusses application of an administrative attribution theory in the field of educational administration and mentions its rising importance in the classrooms of public schools and teacher training institutions. (Author/LD)

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To What Do We Attribute the Exclusion of Attribution?

James M. Frasher, Ed.D.
Georgia State University

Ramona Frasher, Ph.D.
Georgia State University

National Conference of Professors
of Educational Administration

Edmonton, Alberta, Canada
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Administrative Attribution

For the past thirty-five years an ever growing number of social scientists have been systematically exploring how we arrive at the solution to the question Why? The products of these efforts are gathered under the rubric attribution theory.[1] Why? or the question with which attribution theory is concerned, is taken from the larger philosophical field of psychological epistemology, which is the science of how one knows one's world.

Why are we concerned with the question Why? Psychologists assure us that the pursuit of the answer to the question is more than simply seeking knowledge; namely, that attribution is necessary to satisfy the greater need to control. Our latent goal in this pursuit is to provide the basis upon which we can most successfully manage ourselves and our environment to achieve our desires.

Given the coincidence of the latent goal of the attribution process and the manifest goal of educational administration, i.e. control, one would assume rather widespread application of attribution theory in educational administration. However, a few years ago, in preparing a paper in which the application of attribution theory was to be made to educational administration, the authors found no references to this theory in the education administration literature. Earlier this year a survey of ten of the most widely used general textbooks in educational administration programs also yielded no reference to attribution theory.

This led to the title of our paper, "To What Do We Attribute the Exclusion of Attribution?" The causes one might attribute to this exclusion are legion, and speculation of several possibilities was a source of amusement for the authors, but we will spare you our questionable sense of humor and will present only the two most serious plausible attributions. Simply stated, the exclusion of attribution theory is, we believe, based on the absence of any attempt to

systematically structure the theory and the absence of any serious attempt to demonstrate the utility of attribution theory to the field of educational administration.

Our attributions then became the motivation for this paper. First, we have attempted to structure a theory of administrative attribution, and second, we have sought to provide some insight into the potential contribution we believe the application of attribution theory can make to the study of educational administration.

It has been pointed out above that numerous possible causes exist for the title question, and chances are no one actually knows the cause, if a cause exists. The same is true with the majority of events in our lives, yet human beings are constantly searching for, making and acting on causal judgements. Oppenheimer[2] believed that this need to understand cause constituted the third major drive of human beings after self preservation and the preservation of the species. Although one might argue that the judgements made concerning cause are merely necessary procedures to achieve self preservation and the preservation of the species, one cannot deny the importance of the attributional act to the human experience.

Historical Perspective

Both laypersons and philosophers have been preoccupied with the question of assigning cause throughout recorded history. And since its establishment as a formal discipline focusing on the study of human behavior, the field of psychology has intensified the attempt to understand the human attribution of cause to fate, to spiritual entities, to the environment, or to personal characteristics. An analysis of the relationship between causal attribution and an individual's perception of another's behavior, however, can be traced to the work of a

twentieth century social psychologist. Fritz Heider's paper, "Social Perception and Phenomenal Causality," published in 1944, is considered the seminal contribution to the formulation of the theory of attribution.[3] It has given rise to a steadily growing body of research that yielded a sizeable empirical basis of information and has led to numerous refinements, restrictions, and enlargements of the theory. A comprehensive discussion of the theory and its empirical support was published in 1972 under the title Attribution: Perceiving the Causes of Behavior[4] and remains, to date, the most complete reference work available in the area. Since 1972, an extensive collection of further research has accumulated, particularly in the theory's parent field of social psychology. We are constrained to offer a special note of caution concerning the application of attribution theory in its current state of development because of some concerns regarding the external validity of the body of empirical studies now available. Most of the research has been conducted by social psychologists using college students as subjects, creating some questions about its generalizability. As with all theory, the reader would be well advised to maintain a healthy skepticism concerning the "proven" qualities of attribution theory.

Administrative Attribution Theory

The following is a result of our attempt to systematically structure a theory of administrative attribution. The procedures utilized were adapted from the theory building process suggested by Gordon Hearn.[5] Reader reference to this source may be helpful with regard to the terminology employed here.

Administrative attribution theory encompasses both naive and professional attribution as well as self and other attribution. See figure 1.

Insert figure 1 about here

At this time the vast majority of empirical evidence deals only with the naive level. "Naive psychology" is a term coined by Heider to refer to the cause-effect analyses of behavior made by laypersons. There is, however, some evidence to suggest that trained professionals make different causal attributions of events in their field of expertise than do attributors outside of that field.[6]

Whether or not professional educational administrators make different causal attributions in the field of education than the naive, layperson is now a matter of speculation. Research supporting this hypothesis would, we believe, provide concrete evidence to support the concept of professionalism in education and would be warmly received by all who have sought professional status for educational administrators.

That the educational administrator deals with both naive and professional others in their fields is commonly accepted and needs no further justification at this juncture. An understanding of the nature of the naive and professional self-attributions would permit the further development of the self-as-instrument concept[7] which is in our judgement so very vital to the educational administrator.

As currently conceptualized, administrative attribution theory differs from general attribution theory--from which it is drawn--in two significant ways. First, while social psychologists are concerned primarily with understanding Process, or how we arrive at the answer to the question Why? as administrative theorists we are concerned foremost with product, i.e., what attribution is likely to be made under given circumstances and how the anticipated attribution will affect subsequent behavior. Knowledge of the attributional process is necessary but not sufficient for administrative attribution theorists, who must expand their understanding to attributional product and behavioral consequences. The

second major difference is the taxonomic discipline imposed on administrative attribution theoreticians. If administrative attribution theory is to have its full impact, we must explore fully the possible differences between professional and naive attributions.

Jones, et al,[8] offer the following as assumptions upon which attribution theory is based:

I. The individual attempts to assign a cause for important instances of his (sic) behavior and that of others; when necessary, he (sic) seeks information that enables him (sic) to do so.

II. His (sic) assignment of causes is determined in a systematic manner.

III. The particular cause that he (sic) attributes for a given event has important consequences for his subsequent feelings and behavior. The "meaning" of the event and his (sic) subsequent reaction to it are determined to an important degree by its assigned cause.

One additional assumption we have made in our formulation of administrative attribution theory deals with the professional dimension as follows: Since professionals are privy to a substantial body of knowledge unique to their field it is assumed that this body of knowledge will alter professional attributions in a way such that they are discernable from attributions made by those naive to that body of knowledge.

In the development of the administrative attribution formulation, five major constructs were delineated: asymmetry, concomitance, enhancement, process and reconstruction. In the following section each of the constructs is defined and is followed by a number of concepts from which the constructs were conceptualized. Four major criteria were observed in selecting concepts from the attribution literature. The first was the perceived potential utility of the concept to the field of educational administration. Second, only those concepts which seemed to be logically consistent with the overall theoretical formulation were included. Third, with few exceptions, some empirical basis was a criterion. Finally, in

in order to stimulate the formation and testing of hypotheses for theoretical verification, those concepts chosen were judged to be of a heuristic nature.

Asymmetry

It has been observed that life outcomes are distributed in an asymmetrical manner. See figure 2.[9] Most outcomes are judged as being positive, but extremely negative outcomes occur more frequently and are judged to be more

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Insert figure 2 about here

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pervasive in effect than extremely positive events. The concepts underlying this negatively skewed phenomenon in causal attributions are:

1. Augmentation - The attributor holds acts perceived to have been motivated for the actor's self-gain as more person caused than environmentally caused. The reverse is also hypothesized in that acts perceived to be motivated to prevent self-loss are attributed to environmental circumstances.[10]

2. Optimism - In general people anticipate positive outcomes from a majority of events and ground this expectation in past causal attributions.[11]

3. Valence - When both positive and negative causations are plausible attributions will reflect the more powerful negative agents rather than the positive agents.[12]

4. Anticipation - The holding of positive expectation from an event results in a tendency to reduce the likelihood of a highly positive evaluation of that event even in the face of a positive outcome.[13]

5. Idiosyncrasy - When assigning causal attributions of another person's misfortune, there is a pervasive tendency to attribute cause to the person rather than the environment. Thus the possibility of the same event occuring to the attributor is psychologically minimized.[14]

6. Interpretation - Given that the communication of negative evaluations is less desirable than the communication of positive evaluations, negative evaluations are considered to be better reflections of the evaluator's true message.[15]

Two primary thrusts are apparent. On the one hand, as illustrated by the concepts of optimism and idiosyncrasy, lies a tendency to assume the best, while on the other hand, as exemplified by the augmentation, valence and interpretation concepts, lies a tendency to blame the worst in the attribution of cause. It should be noted that the concepts predicting positive tendencies relate to the attributor's self and are therefore consistent with the principles undergirding the enhancement construct discussed below. The anticipation concept differs somewhat from the other five, but illustrates an important perspective of the asymmetry construct. Although it is hypothesized that most people, at least at the naive level, perceive life events in a consistent negative skew, the median of what is perceived as a positive or negative outcome is relative and can be expected to differ from person to person. Thus what might be considered a good outcome objectively may in the actor's mind simply be what was expected and therefore rather neutral in effect.

Illustrative Questions - Asymmetry

Would students whose actions are attributed to self-gain be punished more severely than students committing the same offense but whose motives are attributed to the avoidance of self-loss? (Augmentation-Discipline)

Does professional training in educational administration alter the naive psychological assumption of optimism in the evaluation of projected curriculum changes? (Optimism - Planning)

Can it be assumed that school boards would react less favorably to a superintendent's recommendation if only positive motives are perceived than they would react if both positive and negative motivations were presented? (Valence-Decision making)

Are teachers who motivate high expectations on the part of their students evaluated less highly by successful students than teachers who surprise students with high marks? (Anticipation - Teacher evaluation)

Do persons replacing administrators who were fired attribute the dismissal of their predecessors to personality difficulties or to environmental conflicts? (Idiosyncrasy - Professional Mobility)

Following a teacher evaluation conference in which both positve and negative evaluation items are suggested by the principal, will the positive-negative evaluation of the conference by the principal and the teacher differ significantly? (Interpretation-Communication)

Concomitance

The attribution of cause is not a simple or unitary process for the contemporary human being but a highly complex one in which the individual takes into account or is affected by the context of the situation requiring causal explanation. In the complicated interactions required by modern social life, people develop sets for understanding and interpreting their own and others' behavior. Certain sets for human behavior have been observed to vary consistently across individuals and situations. For example, the literature on locus of control has been particularly helpful in identifying individual differences in the tendency to perceive events as occurring within or outside the control of oneself or another.

Attributions appear to be affected in predictable ways by such sets. Certain conditions, both personal, such as locus of control, task mastery orientation and competitiveness, and situational, such as group pressure or cultural prejudice, have been observed to be concomitants to the attributional process; i.e., attributional tendencies vary systematically with respect to the presence or absence of these variables. The concomitance construct is thus conceptualized as those variables that go along with the attributional process and yield predictable results. The following are submitted as concepts that are particularly amenable to hypothesis generation and testing in administrative attribution theory.

1. Achievement Motivation - Individual differences (i.e. internality or externality) in achievement motivation affect attributional pronouncements concerning task selection and task outcome. See figure 3.[16]

Insert figure 3 about here

2. Reputation - More positive dispositional attributions are made toward people with an internal locus of control than those with an external locus of control.[17]

3. Reinforcement - Persons with an internal locus of control respond positively to both intrinsic and extrinsic rewards, while persons with an external locus of control respond positively only to external reinforcement.[18]

4. Postponement - Persons with a task mastery orientation delay making causal attributions and focus on remedies when confronted with failure, while the learned helpless focus on possible causes in similar failure situations.[19]

5. Prejudice - In our society identical behavioral outcomes believed to have been performed by men are judged to be superior to those believed to have been performed by women.[20]

6. Geneity - People with a competitive orientation believe the world to be homogeneous with regard to that attribute, while those with a non-competitive orientation believe the world to be heterogenous with regard to this attribute.[21]

7. Politics - Individuals moving from a minority to a majority position attribute greater ability to themselves than do people remaining with the majority on an issue. Those who start and remain in a minority position attribute less ability to themselves than do either of the other classes of individuals.[22]

8. Implicitness - The relative effect of non-verbal versus verbal communication is related to the perceived congruence between prior attribution and the verbal message.[23]

Illustrative Questions - Concomitance

In delegating a task to an employee, which employee is more likely to succeed in the task, the one who attributes a past performance failure to lack of personal effort or the one who attributes a past performance failure to the difficulty of the assigned task? (Achievement Motivation - Human Resource Utilization)

To what degree does a principal's score on the "Leadership Behavior Description Questionnaire" correlate with the faculty's perception of the principal's locus of control? (Reputation - Leadership Behavior)

Would an analysis of the vitas of professors of educational administration reveal any significant relationship to the locus of control orientation of the professors? (Reinforcement - Teacher Evaluation)

Is the task mastery orientation a viable criterion to be employed in the recruitment and selection of students for departments of educational administration? (Postponement - Recruitment and Selection)

Are female administrators who are rated as equal to male administrators actually performing at a level superior to the males? (Prejudice - Administrator Evaluation)

Would successful school superintendents differ significantly from unsuccessful school superintendents with regard to their cooperative-competitive orientations? (Geneity - Administrator Evaluation)

After the settlement of a key issue on which there was lengthy debate, would the self-ability ratings of school board members vary with the individuals' movement or nonmovement with regard to the issue settlement? (Politics - Decision Making)

Would the members of a faculty who were warned by the principal to expect criticism from the superintendent in the superintendent's address to the faculty report significantly different perceptions of the superintendent's non-verbal behavior than the other members of the faculty? (Implicitness - Communication)

Enhancement

Phenomenologists such as Combs, Rogers, Snygg and others have long held that motivation for human behavior is intrensic and related to a basic need to enhance one's self-image. Attribution theory is partially consistent with self-enhancement in that successful outcomes are taken personally and negatives are rebuffed where possible, thus enhancing the self-image of the attributor. The enhancement construct yields a number of concepts which are subject to hypothesis generation in our field.

1. Assessment - There is a tendency for people to take more personal responsibility for outcomes perceived to be positive than for negatively perceived acts in which they were equally as involved.[24]

2. Deviance - When an actor engages in deviant behaviors, the actor protects self-esteem by attributing the deviant behavior to an external cause rather than to an internal cause.[25]

3. Overjustification - Where external rewards are consistent and substantial for a series of successful events, there is a tendency for the actor to lose interest in the events, because the extrinsic rewards overjustify participation and exclude enhancing personal attributions.[26]

4. Persuasiveness - In an ideational conflict situation there is a tendency to evaluate those yielding to the attributor's point of view more positively than those who maintain a different position.[27]

5. Predictiveness - Individuals attribute more personal responsibility to themselves for those events yielding expected outcomes than for those events yielding unexpected outcomes, thus reassuring themselves of their ability to control their environment.[28]

6. Reciprocity - Recipients of favors are more likely to attribute positive attributes to the favor doer if the favor is not perceived as obligatory of the recipient. In so doing the recipient retains more freedom of behavior and perceives greater control.[29]

7. Constraint - Persons attribute multiple causes more frequently under success conditions than they do under failure conditions.[30]

8. Disposition - In general people are more prone to attribute another person's acts to enduring personal dispositions than to situational factors, thus giving predictive control in subsequent interactions with that person.[31]

The emphasis on gaining personal control rather than improving the self-concept as the primary motivation in the enhancement construct may provide an insight somewhat different from the enhancement motive as stated by most third force psychologists. If the control initiative is accurate--and one can make the seemingly logical assumption that people seeking administrative careers are at least partially motivated by a need to establish vocational control--this construct may prove to be an unusually accurate predictor of administrator attribution and consequently administrative behavior.

Illustrative Questions - Enhancement

Would superintendents in school districts successful in academic achievement be more supportive of an accountability proposal in the state legislature than superintendents from school districts rated less successful academically? (Assessment - Accountability)

Under what conditions would a principal attribute internal causality to an open violation of school system policy? (Deviance - Bureaucratic Theory)

Would merit pay based on student achievement eventually result in a reduction of professionalism among successful teachers? (Overjustification - Motivation)

Are faculty members who consistently support the dean's point of view in faculty debates valued more highly by the dean than those who do not consistently support that point of view? (Persuasiveness - Professional Evaluation)

Would negotiators completing a successful contract negotiation differ in terms of internal versus external attributions of the success based on their earlier prediction of the degree of anticipated negotiation success? (Predictiveness - Professional Negotiations)

Would the addition of the statement, "You may be in a position to help me some day," to a note accompanying a letter of recommendation a professor has written for a student affect the student's evaluation of the professor? (Reciprocity - Personnel)

If a superintendent engaged in frequent socialization with two school board members, one of whom was constantly supportive of the superintendent and the other frequently non-supportive, how would the superintendent rate the importance of socialization with school board members as an element of career success? (Constraint - Human Relations)

To what degree would those considered to be successful supervisors and those perceived to be less successful differ in their tendency toward citing personal dispositions as opposed to circumstantial conditions in their letters of teacher evaluation? (Disposition - Supervision)

Process

Social psychologists have been particularly interested in the way or ways people arrive at causal attributions. Research findings have led to the development of a number of generalizations concerning the process of attribution. Although it is anticipated that the theory of administrative attribution will focus more on the expected outcomes of the attributional process than on the process itself, knowledge of the process may lend a proactive element to the theory. The educational administrator who is acquainted with the attributional process will have added a significant insight into his or her behavioral repertoire from which to select desired goals. Some of those generalizations

that seem to have particular utility for the administrator or for those conducting research in administration have been selected as process concepts.

1. Covariation - In attributing cause to an event occurring over time, covariant procedures are employed.[32]

2. Discounting - The importance of an assigned causal attribution is diminished when additional plausible causes are perceived.[33]

3. Feedback - Locus of control is not an invariant influence in the attributional process, but is activated under certain conditions such as the presence of external feedback.[34]

4. Projection - The attributional dispositions previously ascribed to people serve as causal explanations of their subsequent behavior.[35]

5. Psycholinguistics - People form more inductive inferences when the evidential base bears on the object of the sentence and more deductive inferences when the evidential base bears on the subject of the sentence.[36]

6. Sequentiality - People are more willing to make an attributional generalization if a specific behavior is generalized before the attribution is elicited.[37]

7. Primacy - Once a causal attribution is made, there is a tendency to interpret new data in the framework of this schema, if indeed the attributor is even willing to consider the new data.[38]

8. Determinance - In resolving self-attributional conflict, information is more powerful than disposition.[39]

Illustrative Question - Process

Will effective principals differ from less effective principals in the number of repetitions necessary prior to the statement of a covariation analysis of causation? (Covariation - Administrative Effectiveness)

Would an administrator's attribution of causality change as readily if the original attribution was a self-gain cause and subsequent information revealed plausible self-loss causes as it would if the original attribution was a self-loss cause and subsequent information revealed plausible self-gain causes? (Discounting - Augmentation)

Will teachers with a tendency toward an external locus of control function more effectively with no supervision than with supervision? (Feedback - Supervision)

Is the effectiveness of a consultant to a school system affected by the superintendent's description of the consultant to the members of the staff with whom the consultant works? (Projection - Consulting)

Assuming that the school board negotiations team has agreed to match the fringe benefits of "sister" school systems, which of the following presentations is likely to produce the greater gain for the teachers' negotiating team? (Psycholinguistics - Negotiations)

1) Altogether there are three kinds of employee insurance: health coverage, disability coverage and life coverage.
   a) Sister school systems furnish health coverage
   b) Sister school systems do not furnish disability coverage
   c) Sister school systems do not furnish life coverage
   Do sister school systems furnish insurance coverage? (inductive solution)

or

2) Altogether there are three sister school systems: Bibb County, Chatham County and DeKalb County.
   a) Bibb County furnishes insurance coverage
   b) Chatham County does not furnish insurance coverage
   c) DeKalb County does not furnish insurance coverage
   Do sister school systems furnish insurance coverage? (deductive solution)

Under which of the following sequences of logic is the school board likely to uphold a suspension on the basis of accepting the generalization that Jack wants to be disruptive in school? (Sequentiality - Student Rights)

1) Jack is disruptive in his English class. (fact)
   Jack is disruptive in school. (generalization)
   Does Jack want to be disruptive in school? (attributional question)

or

2) Jack is disruptive in his English class. (fact)
   Does Jack want to be disruptive in his English class? (attributional question)
   Does Jack want to be disruptive in school? (attributional question)

If the school system's attorney were to have presented the administration's case against Jack as number 2 above, and a school board member accepted the generalized attribution--Jack wants to disrupt school--under what conditions could Jack's attorney alter this board member's view? (Primacy - Student Rights)

If a normally successful teacher who is frustrated by repeated failure to teach a given concept is offered two possible causes for this failure, which attribution is the teacher likely to make? (Determinance - Supervision)

1) The students are incapable of learning that concept.

or

2) The teacher has not tried hard enough to teach the concept.

Reconstruction

Given the importance of attributions in governing behavior, it may be assumed that considerable interest will be focused on changing attributions that are judged to be inappropriate, undesirable, or destructive to the welfare of the individual or organization. The process of changing existing attributions or controlling the formation of new attributions is dealt with in the reconstruction construct.

Attributions are determined by factors operating external to the individual as well as by relatively stable predispositions based on previously formed attitudes, needs, and habits. As one seeking stable explanations to an infinite variety of events, the person attempts to unify external and internal stimuli, resulting in a tendency to ascribe cause in a consistent manner.

External factors perceived as weak or as consistent with internal factors are assimilated into the cognitive and affective structures governing the attribution of cause. Under these conditions, previously formed attributions are maintained. When external factors are salient and strong, however, they operate to reconstruct the internal milieu for understanding cause and result in a change in attribution. When the individual is subjected to peer pressure, is forced to integrate new information, or is faced with other environmental conditions that contradict a particular inclination to ascribe cause, he or she will modify that attribution to make it consistent with the prevailing evidence.

Empirical observations imply the following concepts governing the process of modifying attributions:

1. Resistance - The externally controlled person is more resistant to changing causal attributions than the internally controlled individual because the externally controlled person does not relate outcome to behavior.[40]

2. Role Reversal - Actors and observers frequently change their attributions in response to role reversal. Observers who assume the actor's role change their attributions more frequently than do actors assuming the observer's role [41]

3. Conformity - Social or group situations elicit different attributions than isolation situations elicit.[42]

4. Consensus - The impact of consensus information on causal attribution is greater when the social desirability of the information is perceived as high.[43]

5. Salience - In order to effect attributional change there must be ego involvement with the task.[44]

Illustrative Questions - Reconstruction

Will the perceived effectiveness of normative, remunerative and coercive strategies of organizational change correlate with the locus of control orientation of organizational members? (Resistance - Organizational Change)

In a supervisor-teacher attributional disagreement in which the supervisor provides a teaching demonstration with the teacher's class, is it likely that the dispute will be resolved? If it is resolved, who is the more likely to change their attribution, the teacher or the supervisor? (Role Reversal - Supervision)

If a principal senses an attributional conflict between the principal and a new teacher, would a private discussion with the teacher or a public discussion in a faculty meeting be more propitious for changing the teacher's attribution? (Socialism - Human Relations)

Which of the following data is a researcher most likely to accept?

1) It is the principals' consensus of opinion that morale is high due to the democratic atmosphere in the school system.

or

2) It is the teachers' consensus of opinion that morale is high due to high salaries paid in the school system. (Consensus - Research)

Would teachers who "give up" (i.e. "I no longer see any sense in breaking my back trying to teach those kids;they won't learn anything.") be more likely to respond to personal counseling or public threat? (Salience - Supervision)

Administrative Attribution Applications

It has been suggested that attribution theory may be propaedeutic to the application of other theories.[45] Examples of this usage would include such possibilities as devising a satisfactory measurement of McGregor's Theory X - Theory Y assumptions which have been resistant to empirical validation, but are still among the most widely taught of theories in our programs. Studies of power structures and decision making, or for that matter any interview methodology concerned with eliciting a rationale for human behavior, would benefit from a preliminary administrative attribution theory analysis. Where findings seem to be contradictory, such as in the replication of Herzberg's Hygiene Theory, the application of attributional theory might well prove helpful as well.

At this juncture it is difficult to define with any accuracy the range of administrative attribution theory in relation to the field of educational administration. The authors have attempted to be as inclusive of the field as possible within the limits of this paper for two reasons. First, as currently formulated administrative attribution theory is conceptualized as being pervasive in its potential application to the field. Second, by being as diverse as possible in the models, analogies and questions raised we hope to stimulate the necessary research for the refinement of the theory and its inclusion in the curriculum for the preparation of educational administrators.

Another compelling reason for introducing attribution theory to our educational administration curriculum is its rising importance in the classrooms of our public schools and teacher training institutions. In publishing "Attribution Theory and Achievement"[46] in the Spring, 1978, issue of the Review of Educational Research, the American Educational Research Association

added the prestigious Review to a growing list of pedagogical journals that have recognized the potential importance of attribution theory to the professional educator. An examination of the notes of this paper will provide further illustration of the steady movement of attribution theory into our field.

	Self	Other
Naive	I	II
Professional	III	IV

Figure 1. Areas of concern in administrative attribution.

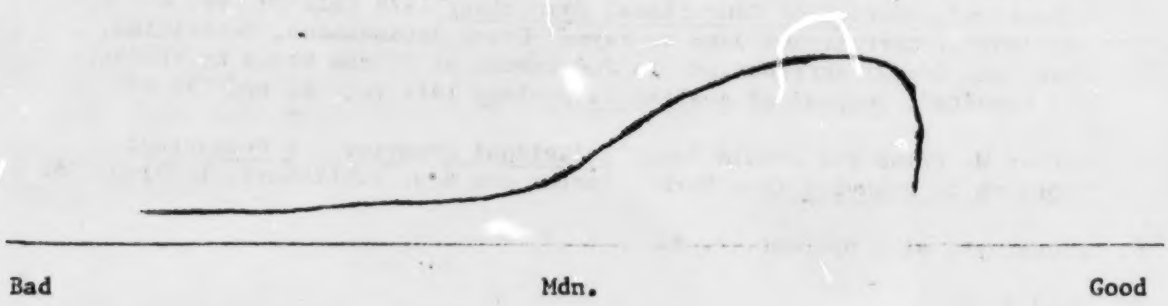

Figure 2. Hypothetical distribution of like outcomes.

Stability	Locus of Control	
	Internal	External
Stable	Ability	Task Difficulty
Unstable	Effort	Luck

Figure 3. Perceived determinants of achievement behavior.

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